DOCUMENT RESUME

ED 134 267 JC 770 107

AUTHOR	Harrison, David; And Others
TITLE	Downtown Study Centre--Nanaimo. First Annual Report, 1975-76.
INSTITUTION	Malaspina Coll., Nanaimo (British Columbia).
SPONS AGENCY	Nanaimo Community Employment Advisory Board (British Columbia).
PUB DATE	Nov 76
NOTE	27p.
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	*Adult Basic Education; *Adult Counseling; Community Colleges; Demonstration Projects; Educational Alternatives; Educational Counseling; *Junior Colleges; *Off Campus Facilities; *Outreach Programs; Program Evaluation; Student Characteristics

ABSTRACT

This report describes the 1975-76 operations of the Downtown Study Centre, a demonstration project offering service in adult basic education and advisement. The center offered "start anytime" open-entry, open-exit courses in English and mathematics at all levels, from basic literacy and numeracy through grade 12 equivalency. During 1975-76, 189 adults studied at the center. Of this group: (1) 165 were between 17 and 44 years of age; (2) 14 were unemployed; (3) the majority engaged in studies for the purpose of self-improvement and enhancement of employment potential; (4) 39 received a grade 12 diploma; and (5) 60 obtained or returned to a job. Overall, the project was evaluated as successful since it provided adult basic education service to individuals suffering educational handicaps. In terms of the advisement function of the project, it was estimated that the Centre responded to approximately 1,200 inquiries during the year, and that in-depth advisement was performed in approximately 360 cases. Appended are a flyer describing the purposes and offerings of the Centre, a background and brief chronology of Centre funding proposals and difficulties, and a statement of operating expenses for 1975-76. (JDS)

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FIRST ANNUAL REPORT

DOWNTOWN STUDY CENTRE - NANAIMO

1975-76

by David Harrison, Nigel Turner and Pat Doman

Report of the Downtown Study Centre project in part-time Adult Basic Education, from September 15, 1975 to September 14, 1976.

Operated through the Continuing Education Division of Malaspina College, Nanaimo, British Columbia. Jointly funded by the Nanaimo Community Employment Advisory Board and Malaspina College.

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Nanaimo, British Columbia
November, 1976

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SUMMARY OF THE REPORT

Downtown Study Centre is an 'open college' service in adult basic education, located in a shopping mall in the downtown business core of Nanaimo, British Columbia. It offers 'start anytime' courses in English and Mathematics at all levels from basic literacy and numeracy for the functionally illiterate adult, up to grade 12 equivalency. The courses are structured so that adults can attend from four to eight hours per week, by morning, afternoon or evening, and are adaptable to shift and seasonal workers. Content is also adaptable to specific student needs. An advising service is also available to enable adults to assess their present level of skills and abilities, discuss their objectives and plan self-improvement programs.

From September 1975 to September 1976, the Centre operated under joint funding by the Nanaimo Community Employment Advisory Board, itself a special project of Canada Manpower, and the Continuing Education Division of Malaspina College. Since funding by the former agency ceased, the Centre has continued operation on a considerably reduced scale, through temporary funding from the College.

This report includes: a description of the first year's operation; an analysis of the characteristics, origin, objectives, achievements and difficulties of the 189 adults who studied at the Centre; and an analysis of 225 adults who used the advising service during a peak 7-month period. Appendices provide further detail on curriculum and funding. Six specific recommendations for future action are presented.

I PURPOSES OF THE REPORT

1. To summarise the activities of the Downtown Study Centre and the achievements of its students and staff during the project year.

2. To enable decision-makers in the college, in the community, and in the funding agencies of government to assess the value of this adult basic education service.

3. To provide educators and other human service workers with information on a unique approach to the problem of the under-educated adult.

(Appendix D is a list of the people and agencies who have been sent copies of this report.)

II CONCLUSIONS

1. In the judgment of the Downtown Study Centre staff, the Centre achieved the following major objectives:

   A. Provided a new type of adult basic education facility to serve people who were unemployed, and for whom lack of basic education was a major barrier to employment or vocational training.

   B. Provided this service to employed adults, whose job outlook was limited because of low educational credentials.

   C. Established a central focus for referrals by local community and government agencies of adults seeking basic upgrading.

   D. Provided individuals with an assessment of their present educational level, and helped them work towards improving their level of education, as well as their self-concept.

   E. Demonstrated the feasibility and public response to a downtown, storefront facility for adult basic education, with courses and advising service available on a year-round basis.

2. Major limitations of the success of the project were its short-term aspect, and funding difficulties. (See Appendix B).

The uncertainty about the continuing of the project caused a distinct drop-off in the use of the Centre during the latter quarter of the project. Neither the College, the Department of Education nor Canada Manpower could give either a clear YES or NO to the refunding proposal which was requested and submitted in April 1976. Thus, during the May to September 1976 period it was felt that promotion of the Centre's courses and services during the period had to continue at a 'base level' only. With more assured funding, this was precisely the time at which further development activities and promotion could have been very effective.

III RECOMMENDATIONS

1. That Downtown Study Centre, or similar 'open' facilities for adult basic education for the part-time student, be established as a continuing feature of educational service to this community.
2. That the model be adapted to other communities.
3. That funding for all adult basic education (or 'training') be established on a more secure basis, so that courses, advising and counselling services are available to the public on a year-round schedule.
4. That the Department of Education of British Columbia recognise and carry out its responsibilities to provide through the community colleges and school districts, adequate opportunity for the adults of this Province to continue their education at least to the grade 12 level.
5. That special attention and resources be given to the development of basic literacy programs for the functionally illiterate adult.
6. That all social service agencies give increased attention to the 'support systems' needed by the adult who is upgrading his or her education. These include child care, transportation, financial counselling, family counselling, housing and consumer education.

TABLE 1

EDUCATION OF THE LABOUR FORCE & POPULATION

(Source: Statistics Canada, 1971 Census of Canada, Cat. No. 92-764 (AP-13), September 1973).

NANAIMO REGIONAL DISTRICT: POPULATION over 5, not attending school		31,785 TOTAL
Less than Grade 5	1,715	5.5%
Grade 5-8	7,340	23.0%
Grade 9-13	19,705	62.0%
Some University	1,845	5.8%
University Degree	1,190	3.7%

BRITISH COLUMBIA: LABOUR FORCE -		612,570 Males 317,455 Females
Males: Less than Grade 5 education	13,780	4.5%
Females: Less than grade 5 education	5,750	5.5%
Males: Grade 5-8 education	118,465	19.0%
Females: Grade 5-8 education	36,055	11.0%

BRITISH COLUMBIA: POPULATION (out of school 15+)		790,055 Males 785,010 Females
Males: Less than Grade 5	32,310	4.1%
Females: Less than Grade 5	29,485	3.8%
Males: Grade 5-8	172,150	21.8%
Females: Grade 5-8	142,665	18.2%

IV DESCRIPTION OF PROJECT

You'll find us at Sunset Square shopping mall, just upstairs from Sid's Smoke Shop, the Echo Bay Organ Centre (musicians not transplants), the East Indian food store; we're just down the corridor from Lana's Hair Hut, and across from the place you pay your telephone bills to B. C. Telephone. The Downtown Study Centre is an open-door classroom and advising centre, open 5 days a week, 8 to 4, year-round.

Stated more pedagogically, the Downtown Study Centre is an adult basic education facility operated by Malaspina College, under the Nanaimo Continuing Education Division, as part of the college basic skills program. It offers continuous-intake courses, in English and Mathematics from basic literacy and numeracy levels up to grade 12 equivalency. It is staffed by Nigel Turner, a full-time ABE instructor; David Harrison, program co-ordinator and literacy instructor; and Pat Doman, a paraprofessional who runs the Basic Skills Advising Service. Volunteer tutors and 'community tutors' from an LIP project have also been used during peak-demand periods.

The Centre is just beginning its second year of operation, after a year as a 'demonstration project' which was partially funded by the federal Community Employment Strategy (CES), a Canada Manpower program. Demonstration projects, however, have a habit of coming to an end at the coincidental moment that (a) the project is just proving a qualified success and (b) the short-term funding runs out. It is apparently a common problem in ABE programs.

Fortunately, in our case, while the Centre was no longer fundable as 'experimental' (we suffered from the stigma of 'proven success'), nor any longer qualifying as 'innovative' (we were getting to be 'old hat') the Downtown Study Centre discovered an eleventh-hour identity as a 'special project' within a murky, marginal section of the college budget. We were given another fighting chance to make it all the way into the establishment. It all confirmed that ABE funding efforts still demand the semantic variations of a thesaurist, the political stratagems of a Kissinger, and the slightly devious cunning of a Kojak.

It is not a high-cost program. In fact, when we convert our part-time student hours to the institutional currency of 'student-training-days' our costs compare quite favorably with BJRT and many off-campus BTSD programs.

The students are all part-time adult learners, from 17 to 65, who study at the Centre for 4 or 8 hours per week plus an often considerable slice of their own free time. They can start virtually any week of the year, at any level from Grade 0 to 12, and stay enrolled as long as they find it useful and their own lives permit. 'Drop-outs' invariably have totally valid real-life reasons, and frequently return when they 'get it together' again. Students pay a monthly fee of $8 per subject, and buy their own paperback texts. Within limits, we can tailor their class schedule to mornings, afternoons or evenings; while many shift-workers swing their study shifts to their work schedules. Clearly, our curriculum materials are fairly well individualized, though both instructors prefer human attention to machines and gimmickry. Our usual complement is about 36 part-time students per month, each on an individualized study program, but attending a class along with up to ten others. Last year we registered over 150 students, for a total of 400 'course-months'.

Once you know what we do, and how we do it, the typical next question is how we ever got the money to start. After much unsuccessful prospecting for college slush money, in September 1975 the nugget of federal gold appeared in the pan. A 'Community Employment Advisory Board' was established through Canada Manpower to find ways to reduce the number of chronically unemployed people in this and several other high-unemployment communities in Canada. A small pilot study by Malaspina College had shown that this community also had, in common with many other areas of Canada, a high number of 'undereducated adults' in the labour force. (See Table 1, page 4)

In fact, the profile of the Greater Nanaimo population 'over 5 and out of school' showed that in 1971, about 5.5% of the 31,785 had an education of less than grade 5, an additional 23% had grade 5-8 education, and a further 23.8% had only grade 10. Many of these people left school 15 or 20 years ago, when employers were not so fussy about whether you had grade 10 or 12 before letting you within interview distance of a job. This group also included many adults who were:

* Employed and not available for full-time study.
* People in logging, fishing, hotels and hospitals who live their lives on a rotating shift basis and are unable to attend conventional classes meeting at regular times.
* Temporarily unemployed, through seasonal work, or strikes or lockouts (for we are also a heavily unionized town).
* People on long 'waiting lists' at Manpower or Vocational School, waiting for up to a year for vocational training courses.
* Those with a physical handicap that keeps them off work, but who <u>are</u> available for study.
* People who are afraid of approaching anything that looks like a college . . . or another social agency that looks like another social agency.
* Women, encouraged perhaps by the spirit and afterglow of International Women's Year, but discouraged by feelings of inadequacy about themselves - '15 years out of school and then only a grade 9 or 10'.

Many of these people, we felt, would take advantage of a place where they could, AT ANY TIME OF THE YEAR:

* get information and advice on how to upgrade their basic education
* establish what they <u>need</u> in basic education credentials or skills
* start on a course of part-time study within a week
* study at their own level, at their own pace, or their own schedule.
* Start <u>and</u> quit when they want <u>and</u> when the need us again.

Consequently, to cater to some of these people and to answer some of their needs, we opened our Downtown Study Centre.

It was purposely located away from the impressive new Malaspina College campus on the hills overlooking the Straits of Georgia (most of our

clients associate the main campus, perhaps incorrectly, with 'young college students'); and likewise we stayed apart from the vocational division which tends to be linked with full-time Manpower-sponsored programs, waiting lists, inflexible timetables and attendance records.

Yet the concept of an open-ended, informal ABE program centred on adult student needs is not at all revolutionary. The origins of our method are found deep in the annals of the old one-room-schoolhouse. The format of individually prescribed instruction and student-centred learning have been buzzing around since the 60's or before. Study skills centres operating on an informal, personal basis have long existed in many Canadian and U.S. colleges, including Malaspina. Saskatchewan Newstart, the 'VAST' project in B.C., and a dozen educational publishers have been cranking out adult-oriented basic skills curriculum materials. Adult night schools have had regular courses for basic education since the Mechanics' Institutes of the 19th Century.

The only emphasis that seemed to be unaddressed was the need to serve the part-time adult student who couldn't fit in to the formats that were available. Even then, Stuart Conger, Director of Training Research and Development Station at Prince Albert (TRANS) was asking in BTSD Review in 1974 about "An Open Canada Manpower Training Program: What Are Its Possibilities?".

It just seemed to be a matter of bringing it all together and actually demonstrating the possibilities. We think we have done this, and have carefully kept tabs on our students, without, we hope, overly intruding into their personal family albums.

Program evaluation in ABE is a tough job, especially with a continually shifting population of part-time volunteer learners. But if we are to have 'credibility' among college and agency decision makers and those who hold the purse-strings, we have to document, to analyse and to report our findings. Therefore, Sections V and VI of this report will summarise our major findings and feelings about the people who have come to the Downtown Study Centre.

Evaluation data like these, of course, are still impersonal and unsatisfactory, for they fail to record the gains in self-understanding; the increases in self-confidence; the joy of reading a book to your kid for the first time; or figuring how to check your change from a salesgirl in a store; . . . or perhaps just knowing that 'there's a place downtown where you can go back to study, and not feel stupid'.

And so we have perhaps devised a new formula, put together from some old variables. Downtown Study Centre will survive, gradually becoming less marginal in the overall college offerings and the provincial college budget that makes them possible. But, in the community, in the provincial scene and in the federal context, this is no time for complacency in Adult Basic Education. Our experience in this project has continued to remind us of the underlying and unresolved issues facing adult basic educators:

* insecure and irregular funding
* the haphazard follow-up of pilot and demonstration projects
* the need for greater leadership from provincial departments of education, and decreased dependence on federal Manpower funding

* the need for priority in college and school district budgets for adult basic education
* the search for better models of conducting and reporting program evaluation
* the lack of interesting, human, basic literacy and numeracy materials published for mature Canadian adults of both sexes
* the search for better qualitative methods of measuring adult student performance

-- and not least, a redefinition of what competence and confidence in the basic skills means to the minds and lives of our students.

TABLE 2

Student Enrolment Summary

September 1975 to September 14, 1976

1. WHO WERE THE STUDENTS?

Female 124, Male 65, Total 189

Age: 17-24 No: 73
25-44 92
45+ 24

Job Status: Employed 41, part-time 14, unemployed 134

Handicap (main): Education 168, other (medical, sight, hearing, etc.) 21

Dependents: None 67, One 9, Two + 61, Not known 52.

2. HOW DID THE STUDENTS GET TO THE SERVICE?

Referral: Individual 99 (Advertising 17, Self/friend 45, Not known 50)
Agency 90 (About 15 agencies)

(One or more agencies may refer the same student)

Aid to Handicapped/Mental Health	3	Malaspina College (Voc. Tech. Div.)	16
Canada Manpower (Federal)	16	Malaspina College (Continuing Ed.)	7
Chemical Dependency Centre	2	Nanaimo District Hospital	3
Dept. Human Resources (Prov.)	20	Nanaimo School District	3
Dept. of Indian Affairs (Federal)	2	Probation (Prov.) John Howard Soc.	2
Dept. Labour (Apprenticeship Branch-Prov.)	2	Workers Compensation	4
Employment Orientation Women	6	Single Parents Assn. N., Peoples Emp. Proj.	2
Employers	2	Family Life, Community Tutors	2

3. WHY DID THE STUDENTS SEEK BASIC EDUCATION?

Personal satisfaction	85	Job purposes	27	Students may state more than one reason.
Assessment only	8	Further training	84	
Not known	15	(Job Training	111)	

4. WHAT DID THE STUDENTS STUDY?

English 73 Mathematics 142 Other (Special Needs) 9

5. HOW MUCH DID THE STUDENTS PROGRESS?

GRADES	1-5	6-8	9-10	11-12	Foreign or Unknown
No. Entry	9	51	77	24	28
No. Exit	9	48	63	41	27

TABLE 2 continued

6. WHAT WERE THE RESULTS OF STUDYING?

Obtain Grade 12 Diploma	39
Obtain Grade 10 Certificate	6
Go/return to a job	60
Go to training or further education	19
Leave improved	23
Not improved/?	2
Continuing self study	21
Not known	19

7. WHY DID STUDENTS DROP OUT?

Not known	51
Left to attend to personal problems	37
Moved to another area (vacations, etc.)	10

Prepared by: Nigel Turner
October 1976

V THE STUDENTS OF DOWNTOWN STUDY CENTRE

This section provides a perspective on the group of 189 students who enrolled for courses at the Downtown Study Centre. The basic data are given in Table 2 on page 9.

Underlying the questions of this analysis, and the analysis of the advising service which follows is the broader one.

Did the project achieve its objectives of:

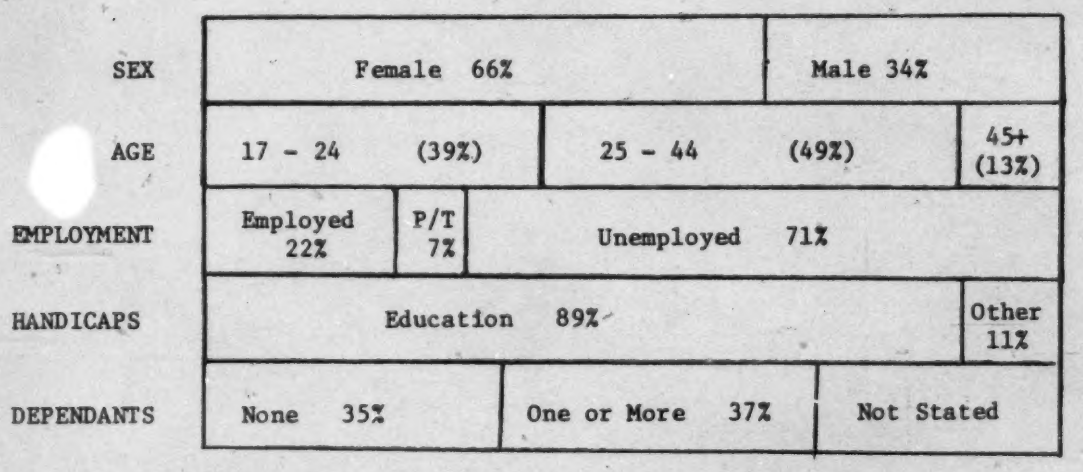
A. providing a new type of adult basic education facility to serve people who were unemployed, and for whom lack of basic education was a major barrier to employment or vocational training,

B. providing this service to employed adults whose job outlook was limited because of low educational credentials,

C. establishing a central focus for referrals of adults seeking basic upgrading by local community and government agencies,

D. provide individuals with an assessment of their present educational level and help them work towards improving their level of basic education, as well as their self-concept.

1. WHO WERE THE STUDENTS? (OBJECTIVES A AND B)



The large proportion of women students reflects not only their increasing participation in the labour force, but also their response to the provision of day-time classes; there are clearly a significant number of women, who left school with less than grade 12 or grade 10, took on family commitments, and now find themselves inadequately qualified for employment or vocational training. The need for better support services such as child care is also apparent for this group (see Recommendation 6 on page 3).

The 'unemployed' status of 71% of the students, in combination with the low entry grades (question 5, below) suggests that the project did an adequate job of attracting the prime target group of unemployed, under-educated adults. During the project year, the Nanaimc area had unemployment rates of 12 to 20%, plus extended periods of strikes and layoffs in the forest industry. The recession continues, prompting some of our students to ask ironically, "even when we get our grade 10 or 12, will there by any jobs?".

An important 'spinoff' of the project in the early phase was the policy agreed to by the local UIC Manager, that part-time study did not of itself disentitle a claimant from benefits. Thus an unemployed person could attend classes while still looking for work.

A number of students had handicaps other than low education. Some realised the need for glasses or hearing aids as a result of their assessment period at the Centre; others were referred by agencies such as the Aid to the Handicapped, the Regional Hospital, the Chemical Dependence Centre, who recognised the Study Centre as the most suitable 'staging point' for their clients who were seeking rehabilitation in a supportive environment.

2. HOW DID THE STUDENTS GET TO THE SERVICE? (OBJECTIVE C)

REFERRAL	Agency 48%	Individual 52%

A total of 15 social service agencies, plus 2 employers referred people to the Centre. Included in this category are several educational sources, including other offices of Malaspina College. A continuing task of the project was to establish and maintain contact with the key people in the agencies. Group and individual briefings were requested by many of them.

One would have expected a larger number of referrals from the Canada Manpower counsellors at such a period of high unemployment. Referral from Human Resources were more effective, once the red tape had been unravelled about how DHR were able to subsidise their clients' fees and expenses; a simplified procedure for this is now established.

Overall, the interest and support of the local agencies was very encouraging. Their further support will be needed if Downtown Study Centre is to move from a marginally funded short-term operation to an established place in the system of community service to the disadvantaged adult.

Clearly, an untapped source of referrals in the business-industry sector are the employers themselves. In the two referrals that did occur, the employers recognised the value to their own organisation, of helping the employee upgrade his own basic education.

On the other hand, employers might want to review whether or not they are 'screening out' a large number of potentially productive and creative job applicants, by insisting on a 'Grade 12 education'.

Finally, the large number of referrals by word of mouth comes as no surprise to the adult educator, especially in a relatively small community. It underlines the need to do as good a job as possible with every student or potential student who comes through the doors.

3. WHY DID THE STUDENTS SEEK BASIC EDUCATION (OBJECTIVES A, B AND D)

GOALS	Job 14%	Training 44%	Personal 50%	Other 12%

It is a truism that people often have more than one reason for their actions. Similarly, adults may be shy, evasive, cunning, confidential, or just polite in providing the answer to this question. Thus we do not place too much validity on the results of this inquiry. The broad conclusion, however, must be that the majority of students sought to upgrade their education for purposes of gaining employment, advancing in employment or qualifying for entry to vocational training. An equally significant number, moreover, perceived their 'educational gap' as a barrier to their own self-fulfilment, and wanted to close that gap through some form of study.

A small group of clients were quite satisfied for the time being with an assessment of 'where they are now' and discontinued study at that point.

It seems to follow that the provision of adult basic education should not be left, as it presently is in this Province, primarily as the responsibility of Canada Manpower. That agency is limited by the BNA Act and other legislation to 'training' for 'vocational purposes'. It is the Provincial Department of Education, however, that is responsible for adult and continuing education. This project was a cooperative venture in funding by the two agencies. The future of the Study Centre, however, will be in jeopardy unless better arrangements can be made to assure continued funding. (See Recommendation 3 and Appendix C: Chronology of Funding Difficulties)

4. WHAT DID THE STUDENTS STUDY?

STUDY	Mathematics 75%	English 37%	5%

Special Programs

Originally, 15 modular courses were proposed (see Appendix A for the project brochure). These were rationalized eventually to six, the remaining curriculum being covered either within the six, or by other courses offered elsewhere (e.g., English as a Second Language, now an established course under Continuing Education). The six courses were:

Mathematics Improvement (grades 7-10)
Mathematics Refresher for the GED grade 12 exam
Basic English Literacy (elementary reading and writing at grade equivalents 0-6)
English Improvement (grades 7-10)
English Improvement for the GED grade 12 exam
Special Needs

5. HOW MUCH DID THE STUDENTS PROGRESS? (OBJECTIVE D)

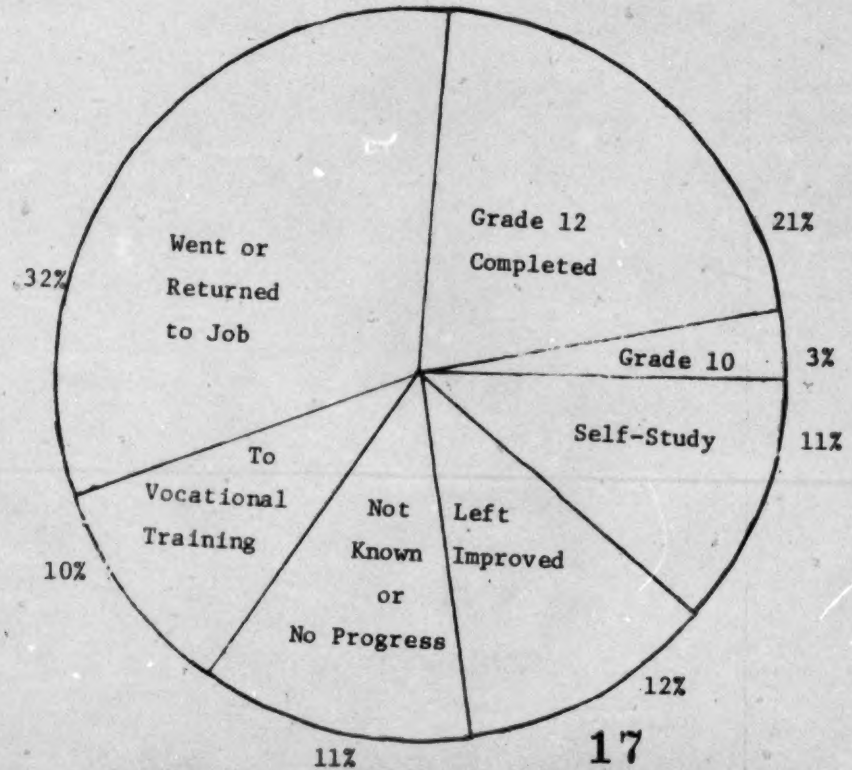
This suggests an overall improvement in the educational level of the student population. Some cautions however are in order:

(a) the emphasis in instruction at the Centre was on skills development and confidence development, not on grade level achievement and testing;

(b) while a total of 150 ABLE standardized tests were administered (Adult Basic Learning Examination), and while almost all students received assessments towards the beginning of their studies, it was not possible to obtain final achievement grades in cases of dropouts, sudden job placements, returns to work, etc.;

(c) in the Basic Literacy course where the students were all non-readers, grade level equivalents were meaningless, improvements were measured in terms of improved competency.

6. WHAT WERE THE RESULTS OF STUDY? (OBJECTIVE D)



These results are more valid and reliable than the foregoing attempt to measure progress by grade level alone. Comments:

* Grade 12 = awarded Grade 12 Equivalency Diploma by Department of Education after success on GED exams

* Grade 10 = awarded Grade 10 Equivalency Certificate by Malaspina College, after attaining required standards following 40 hours of instruction

* 'Left Improved' = Instructor Evaluation on basis of written performance in class assignments and tests

* 'Not Improved' = Instructor evaluation as above

* Continuing self-study = Left Centre to continue study independently (often these people return to study at the Centre later, or prepare on their own for the GED exam).

7. WHY DID STUDENTS DROP OUT?

We need not belabour the difficulties of analysing reasons for adult education dropouts, attrition, or (as we prefer to call them) 'discontinued'. Adults stop coming to class for as many reasons as they began. Certainly, if the instruction is inadequate or unattractive, they 'vote with their feet'. And once they are gone, it is invariably futile to do 'follow-up studies' which seldom realise reliable data on true reasons for leaving.

For many of our students, however, we could establish the reasons for leaving (again, at least the ones they gave us ...). Thus, ten students left because they left the area. And an additional 37 left to attend to personal and home problems. For the remaining 51 as 'success' we have to admit 'don't know'.

8. WHAT WAS THE ENROLMENT PATTERN?

ENDANCE	½ Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	½ Sep.
ried fwd.	--	0	26	32	17	52	47	40	36	29	17	17	6
TARTS	--	29	12	1	43	18	16	6	17	21	10	3	11
THLY CLASS	--	29	38	33	60	70	63	46	53	50	27	20	17
TOPS	--	3	6	16	8	23	23	10	24	33	10	14	13
ried Fwd.	--	26	32	17	52	47	40	36	29	17	17	6	4
MULATIVE STUDENT-MONTHS		29	61	100	160	230	293	339	392	442	469	489	506

otal of 414 student-months were paid course registrations. In addition, 92 student-months e alloted to free skills assessments and try-outs.

VI THE BASIC SKILLS ADVISING SERVICE

The Basic Skills Advising Service is a Malaspina College service, enabling adults in the community to obtain information, assessment and advice on how best to upgrade their basic education, if it is presently below Grade 12.

The Basic Skills Advisor is a paraprofessional (Pat Doman) whose position responsibilities normally comprise other elements of the college basic skills program. However, during the project year, she located her office at the Downtown Study Centre, and devoted the major part of her time to work on this project. A proportion of the Advisor's salary was paid from project funds.

The advising service was, therefore, available to the community for five days per week, 9 a.m. to 4 p.m. through the 12-month period. During Pat Doman's vacation, the service was continued by Janet Lackey, a counsellor from the main campus.

The primary job of the Advisor was to meet the client, either on a 'walk-in' or appointment basis; help the client assess present educational standing, goals, aspirations and handicaps; provide information about alternative ways to upgrade education and possibly obtain training or employment; and help the client evaluate and decide on the options.

The Advisor also maintained an active communication network with the various government and community agencies. This aided in keeping the agencies informed about the work of the Centre, and enabled the clients to get assistance and action in coping with official procedures, or 'red tape'.

Other duties of the Advisor included tutoring, marking, assisting in classes, administering and scoring tests, interpreting tests to students, making reports, analyses ... and coffee.

A student file system was set up, to record basic information on all clients whose enquiries were beyond the casual and simple information level. Course progress, examination results, admission to training programs or job placements, and other follow-up data was added as it became available and as far as time permitted. (The conclusion of the project funding by CEAB in September essentially put an end to further follow-up study).

While it became difficult to tabulate the <u>total</u> number of all types of enquiry handled by the Advisor and Instructors at Downtown Study Centre during the project year, careful tallies were made periodically.

From them, we estimate that there were:

* 100 enquiries on average per month:	year's total	±	1200
* From 12 to 76 assessment interviews per month:	year's total	±	360

Analysis of Clients Interviewed
15 September 1975 and 31 March 1976

A detailed analysis of 225 interviews conducted during a specific 6½-month period was done by the Basic Skills Advisor. This enabled the staff to see whether the 'target group' defined in the project proposal was being reached; to assess the source of referrals; and to get an indication of what types of upgrading programs were most favoured by clients.

The summary of the analysis is shown in Table 3 on page 18.

It shows that:

1. The Centre has mainly attracted adults from the 'underemployed, undereducated' target group.

   Of the 225 adults who came through the doors for in-depth interviews and educational assessments during a 6½-month period:

   * 66% were unemployed
   * 42% were from the 17-25 age group (which has shown a disproportinately high unemployment rate)
   * 61% had educational levels between grade 8 and 10
   * 16% had a basic education of less than grade 8.

2. Adults seeking upgrading programs have shown most interest in low-cost, rapid progress options, and often prefer to pay their own way.

   After reviewing the options available through the college basic skills program (which includes, as well as the Centre, BTSD, GED preparation and College Foundations Courses):

   * 38% chose part-time study at the Downtown Centre
   * 37% chose to study towards the GED grade 12 equivalency tests
   * 7% chose BTSD (often this low priority was because of long and indefinite waiting lists)
   * Only 2.6% chose College Foundations (college prep).

TABLE 3

BASIC SKILLS ADVISING SERVICE - DOWNTOWN STUDY CENTRE

Analysis of Characteristics of 225 Adult Clients Interviewed
15 September 1975 - 31 March 1976

	TOTAL NO.	TOTAL %	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.
Referral By:									
CMC	25	11	1	-	8	10	3	1	2
DIA	1	1	-	-	-	-	1	-	-
DHR	2	1	-	-	-	-	-	1	1
SELF	102	45	55	9	10	6	15	3	4
OTHER	70	31	13	12	12	6	16	6	5
ADVERT.	25	11	7	1	-	-	16	1	-
Grade Level									
Under Grade 8	37	16	7	4	5	5	10	4	2
Grade 8-10	137	61	49	13	19	11	32	5	8
Over Grade 10	51	23	20	5	6	6	9	3	2
Employed	76	34	24	11	12	2	23	2	2
Unemployed	149	66	52	11	18	20	28	10	10

Age-Sex	M	F								
17-19	21	18	39	17	6-7	2-0	4-3	3-1	4-4	1-2	1-1
20-25	29	27	56	25	9-8	5-3	6-3	3-3	4-5	1-2	1-3
26-30	29	21	50	22	8-11	2-0	3-0	4-0	9-7	2-1	1-2
31-35	12	26	38	17	2-9	3-5	2-3	2-1	2-7	1-1	0-0
35+	18	24	42	19	5-11	1-1	4-2	3-2	5-[illegible]	0-1	0-3
Total	109	116		M 48-52 F							

Recommended Program								
Other	33	15	18	-	6	3	6	-	-
CF (College Prep)	6	3	3	1	-	2	-	-	-
GED	84	37	35	14	4	3	14	4	10
STSD	15	7	8	-	-	4	3	-	-
DSC (Downtown Study Centre)	87	38	12	7	20	10	28	8	2
TOTAL INTERVIEWS (225)			76	22	30	22	51	12	12

Prepared by Pat Doman - April 1976

BASIC EDUCATION
(NANAIMO)

START HERE

to improve your Basic Education
on a part-time day or shift-work basis

At the DOWNTOWN STUDY CENTRE in Sunset Square you can study the basic English, Math and Science you need. Our courses are geared to adults (over 17 and out of school—sometimes for 20 years!). You plan your course with an advisor, then study at your own level, your own speed, towards your goal.

At the DOWNTOWN STUDY CENTRE we can explain:

- How to get a BC Dept. of Education Grade 12 Equivalency (GED) certificate without going back to school
- How to upgrade your basic education for vocational training or a job
- How to prepare for college as a mature student
- How to get a correspondence course to study at home

PREVIOUS EDUCATION LEVEL is not important. We have several adult students who are learning to read and write, others doing Grade 8 Math, and more working towards Grade 12. We start where YOU are.

GRADE 12 EQUIVALENCY EXAMINATION (G.E.D.)

Any B.C. resident, aged 19 or over, who has been out of school for at least one year, may attempt these examinations—regardless of previous education.

The certificate, issued by the B.C. Dept of Education is now recognized by most employers for purposes of job qualification or promotion. Extra courses at Grade 12 level may be required for some apprenticeships or higher education.

Examinations: The next G.E.D. tests in Nanaimo are on March 12-13 and then on June 4-5. Applications close February 25 and May 21 respectively.

Courses and Advising: Brief refresher courses are offered by Continuing Education. Please refer to Continuing Education Nanaimo Course offerings for evening classes, and to Downtown Study Centre Course offerings, for part-time day or self-study courses.

If you are unsure whether you are qualified or adequately prepared for G.E.D., or would like an assessment of your abilities, please contact our Advisor at the Downtown Study Centre. Application forms and sample questions are also available there. Phone 753-0118.

CONTINUING EDUCATION COURSES:
Register at 477 Wallace Street, Nanaimo
Phone: 753-4138

GED MATH REFRESHER—Five 2 hr. sessions to prepare for the GED Equivalency examination. Tuesdays, February 10, 7 p.m. Room 314, Vocational Division. Instructor: Mr. Stone. Fee $8.00.

GED ENGLISH REFRESHER—Five 2 hr. sessions to prepare for the GED Equivalency examination. Thursday, Feb. 12, 7 p.m. Room 314, Vocational Division. Instructor: Mrs. Wiebe. Fee $8.00.

ENGLISH AS A SECOND LANGUAGE—Basic Level—Tuesdays & Thursdays, 7 p.m. Emphasis on spoken English for New Canadians and others. Thirteen 3 hr. sessions. Fee $21.00. Instructor: Mrs. Colby, Kennedy Campus, Room 133.
Intermediate Level—Tuesday & Thursday, 7 p.m. Spoken and written English for those who have some fluency, or have taken basic course. Thirteen 3 hr. sessions. Fee $21.00. Instructor: Mr. Colby, Kennedy Campus, Room 416
Sessions commence Jan. 20.

METRIC SYSTEM—Go metric. Practice techniques of conversion to metric units of length, volume, area. Instructor: D. Cooper. Four 2 hr. sessions. Starting Jan. 14, 7:30 p.m. Fee $6.00.

Part-time day and shift
COURSES AT DOWNTOWN STUDY CENTRE
Sunset Square (opp. B.C. Tel.), 55 Victoria Rd.
Phone 753-0118

FEES: $5 per month per course
CLASSES: 2 hours per day, twice a week

BASIC LITERACY (001)—Reading, writing, spelling for adults at elementary level. Start with ABC if you like.

BASIC MATH (002)—Simple arithmetic and practical applications. Addition, subtraction, multiplication, division.

ENGLISH IMPROVEMENT (007E)—English and Communication upgrading at Grade 7-10 levels. Grammar, spelling, punctuation, usage.

MATHEMATICS IMPROVEMENT (007M)—General Math upgrading to grade 10 equivalent, including topics for business and industry. Review basics, fractions, decimals, percent, measurement etc.

GENERAL SCIENCE (007S)—Readings and explanations in introductory Biology, Chemistry, Physics: grade 7-10 level for adults.

GED REFRESHER MATH (011)—Review of basic and intermediate Math, including units of Algebra and simple Geometry; valuable for adults who may write the GED grade 12 equivalency test.
(For evening section of this course, refer to Continuing Education Nanaimo Course offerings.)

GED REFRESHER ENGLISH (012)—Review of grammar, punctuation, spelling, usage, and effective expression; a good refresher for the GED English Expression test.
(For evening class session of this course, refer to Continuing Education Nanaimo Course offerings.)

SPECIAL NEEDS (015)—If you're not sure where you fit, we'll try and make up a course for you.

Register at Downtown Study Centre,
Sunset Square, Nanaimo
Phone: 753-0118

DOWNTOWN STUDY CENTRE is staffed by Dave Harrison, Nigel Turner and Pat Doman. Drop in to see us and meet our adult students at Sunset Square shopping mall . . . or PHONE 753-0118 today.

Also based here are 'COMMUNITY TUTORS', a free service which brings upgrading advice, information and tutoring in the basic subjects to adults who are unable to get into the Centre.

Would you like to be a VOLUNTEER ADULT TUTOR?
You don't need to be an expert to share your skills.

Do you know an adult who CAN'T READ or WRITE?
We may be able to help.

MALASPINA COLLEGE

CONTINUING EDUCATION

APPENDIX B

DOWNTOWN STUDY CENTRE - MALASPINA COLLEGE
NANAIMO, B.C.

BACKGROUND AND BRIEF CHRONOLOGY OF FUNDING PROPOSALS AND DIFFICULTIES

Background: Downtown Study Centre has operated since September 1975 under Continuing Education (Nanaimo) division of Malaspina College. It is an adult basic upgrading program situated in a downtown shopping mall: its aim is to provide courses, skills assessment and advising to adults for whom lack of basic education is a barrier to employment. Present funding is shared by Nanaimo Community Employment Advisory Board (CEAB) - $29,650 and Malaspina College $23,450: an extra $14,934 was provided in 1975-76 from an LIP grant. The centre is open daily, 12 months of the year and operates on continuous intake, for part-time adult students only.

The Centre has been providing classes in basic Math and English from complete illiteracy level to Grade 12 equivalency. This year close to 200 adults will have registered for about 6400 class hours, and about 350 adults will have used the basic skills assessment and advising service.

In June 1976, the CEAB evaluated the Centre as follows:

"It is our firm belief that after eight months of operation the Centre and its instructor-advisors have been doing an excellent job of providing flexible basic skills education and upgrading to a wide range of the Nanaimo area's population. This comment is based upon review of detailed periodic reports, discussions with students and local agency representatives as well as frequent contact with the Downtown Study Centre by our support staff."

In addition, account of the project has been requested and given to conferences in Vancouver, Toronto and Seattle.

The proposed funding for September 15, 1976 to September 14, 1977 is: CEAB $60,650, Malaspina $27,000.

The College has approved its share of the funds. The application for CEAB (or Manpower) share has been stalled since May 31, 1976.

This chronology summarizes the procedural difficulties encountered since January 1975.

Glossary:

CMTP = Canada Manpower Training Plan
DSC = Downtown Study Centre
CEAB = Community Employment Advisory Board
FPWG = Federal-Provincial Work Group
MNC = Manpower Need Committee
RAC = Request for Additional Course
DMI = Department of Manpower & Immigration

continued.....

1975

January - Pilot DSC project run by Malaspina College - Manpower CMC says unable to fund through RAC.

February 20 - First CEAB meeting to approve local projects.

April 16 - Initial submission of DSC proposal received by CEAB.

July 21 - Acceptance "in principle" by CEAB

July 24 - Final submission of proposal to CEAB by Malaspina.

July 28 - Final approval by CEAB. Recommendation that FPWG endorse and recommend to MNC for funding.

August 5 - FPWG agrees to recommend DSC be approved by MNC and that actual funding source be determined by MNC, whether CES or other monies.

August 28 - CEAB Special Meeting between representatives of Manpower (Hurd), Labour (Canning), CEAB and Malaspina agrees on wording of proposed contract between Canada (DMI), CEAB and Malaspina.

September 2 - DMI (Hurd) submits Training Purchase Agreement (including Treasury Board number) to CEAB for approval.

September 15- DSC opens on Malaspina funds.

September 17- Revised contract returned by CEAB to Hurd.

October 1 - FPQG minutes show 3 options for release of CES funds to DSC:

(a) AOT Act - CMTP - letter of understanding between Department of Education and CEAB. No contract or order-in-council.

(b) Canada - B.C. contract inc. clause relating CEAB - Malaspina.

(c) Canada - B.C. contract Plus B.C. - CEAB contract plus order-in-council.

October 17 - FPWG minutes: Mr. Ouellette states Mr. Vanderloo (DMI) had no objection to using CMTP funds. Ms. Canning reported Ms. Kava will be involved in future processes with Department of Education.

October 21 - B.C. order-in-council and contract between Canada (CMI) and B.C. (Department of Education).

1976

January - No funds received yet for project.

February 2 - Malaspina informed by CEAB that original (October) contract was void because Federal government had not cleared funding through Treasury Board before signing.

CEAB had now (January 28) signed new contract with Canada. An additional contract would be needed between CEAB and Malaspina.

March 26 - Contract signed between CEAB - Malaspina. Funds received during spring semester.

continued.....

NEW 1976-77 PROPOSAL:

April 23, 1976 - Malaspina presents Downtown Study Centre cost-sharing proposal for 1976-77 (September to September) to CEAB Co-ordinator.

May 28 - Provincial CES Co-ordinator, Ms. W. Belsheim (Department of Labour) outlines new procedure for funding to be on specially marked ("CES originated and approved") RAC form. This procedure awaiting final approval in Victoria.

May 31 - CEAB gives final approval to proposal and recommends Department of Education provide funding.

June 10 - CEAB Education and Skills Development Committee (with local DMI representation) recommends DSC as #1 priority for CMTP purchase, in letter to Mr. J. Walker, Manager CMC, Nanaimo.

June 21 - RAC sent to Department of Education by Malaspina.

July 15 - RAC returned to Malaspina requesting additional information.

July 28 - Dean Goard contacted by Malaspina project director for advice on information required.

August 4 - Further discussions between Dr. Newberry and Malaspina.

August 5 - Department of Education requests purchase of '10 seats' Downtown Study Centre from Manpower Pacific Region.

August 9 - Malaspina submits revised RAC to Department of Education.

August 10 - Mr. Baker (Department of Education) advises MPWR unable to use CMTP funds 'because it does not fit criteria'. Also states proposal has now gone to Mr. Hardwick (Deputy Minister) for review.

August 13 - Mr. John Walker (CMC Nanaimo manager) asked to review proposal. Recommends forwarding data to Regional Manpower office.

August 16 - Comprehensive review of proposal, evaluation and funding difficulties forwarded by President of Malaspina College to Mr. Walker (CMC), Mr. Soles (Department of Education), CEAB Chairman and Coordinator, and Hon. T.C. Douglas M.P.

August 31 - Mr. Hubley (CMC Pacific) advises Mr. Azad (A.D.M. Department of Labour) that DSC 'not properly the responsibility of Manpower, but would consider interim CES funding if...indication in writing of provinces commitment to make every effort to absorb the Centre within Department of Education or Malaspina College next year'.

September 8 - Mr. T.C. Douglas informs project director that he has written to Minister of Manpower and Immigration expressing concern.

September 13 - Letter from Mr. Azad to Mr. Hubley indicating Province would be evaluating DSC for possible 1977 funds and hoped CES funds available for 1976-77.

September 14 - No further word. Project closed.

September 15 - Malaspina re-opens project on reduced scale, as temporary special project, on interim funding to December 31, 1976.

October 13 - Mr. Douglas receives letter from office of Minister of Manpower & Immigration that he is 'currently awaiting a request for project funds....from our Regional office'.

November 5 - Project Director contacts Regional Office of Manpower (Mr. Dan Henslowe). Mr. Henslowe has no knowledge of funds request. Project Director writes asking for information about action that Regional Office now proposes.

PROJECT COSTS 1975-76

DOWNTOWN STUDY CENTRE

I CEAB GRANT

REVENUE:		
	Grant	$29,650
	Fees	2,112
		$31,762

EXPENDITURES: Item		'Recorded'
Salary:	Instructors	$18,586
	Support Staff	5,406
		$23,992
Employer Contributions		2,010
Rent		2,925
Light & Fuel		113
Telephone & Postage		389
Office Supplies		523
Duplicating		412
Equipment Rental		105
Classroom Supplies		1,292
Travel		70
Janitor Service		1,155
Sub-Total 'Other'		$ 8,994
		$32,986

II MALASPINA COLLEGE FUNDS (Est.)

Project director salary, advisor part-salary, rent, building service, support services	23,450
TOTAL COSTS	$56,436

III COMMUNITY TUTOR LIP PROJECT

The LIP Community Tutor project ran from November to May and has been considered as a separate project, though it was closely associated with Downtown Study Centre.	$14,934

APPENDIX D

INITIAL DISTRIBUTION LIST OF REPORT

Malaspina College Administration and Council
Nanaimo Community Advisory Board and CES Staff
Canada Manpower Centre - Nanaimo
Canada Manpower: Pacific Region - Training Branch
Federal-Provincial Work Group
Manpower Needs Committee
Department of Education: Post-Secondary
Dr. Ron Faris, Chairman, Committee on Continuing & Community Education
Dean Goard Sr., Chairman, Commission on Vocational, Technical & Trades Training
Ron Hansen, Adult Education Administrator, Department of Education
Department of Human Resources, Nanaimo
Department of Indian Affairs, Nanaimo
Chemical Dependency Centre, Nanaimo
John Howard Society, Nanaimo
A.I.D. Centre, Nanaimo
Workers' Compensation Board, Nanaimo
Aid-to-the Handicapped, Nanaimo
Les Skipsey, Nanaimo School Board
Frank Sloat, Nanaimo School Board
Ray Kulai, Nanaimo School Board
Special Education, School District 69
Department of Human Resources, Parksville
Indian Education Coordinator, Nanaimo
Mayor Frank Ney
Hon. David Stupich MLA
T.C. Douglas M.P.
Coordinator of Volunteers, Nanaimo
Nanaimo Indian Band Council
Peoples Employment Project, Parksville
Unemployment Insurance Commission, Nanaimo
Apprenticeship Branch, Department of Labor - Nanaimo
Manager, Sunset Square Development Company
Family Life Association, Nanaimo
Editor, Manpower Training Periodical, Ottawa
Chairman, Nanaimo Regional District
Editor, Nanaimo Daily Free Press
Editor, Nanaimo Times
Manager, Radio CHUB
Adult Basic Education Coordinators, B.C. Community Colleges
Dr. Jim Thornton, Professor of Adult Education, U.B.C.
Dr. John Dennison, Professor of Higher Education, U.B.C.
Dr. Jindira Kulich, Director of Continuing Education, U.B.C.
Audrey Thomas, World Literacy of Canada
Dr. James Drapier, Ontario Institute for Studies in Education
ERIC Clearinghouse
Editor, Community and Junior College Journal

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